

**Article**

## Evaluative Policies about Internationalization in Higher Education

**Marialva Moog Pinto<sup>\*1</sup>, Maria Isabel da Cunha<sup>\*\*2</sup>**

\* University of Planalto Catarinense (UNIPLAC), Lages-SC, Brazil \*\* Federal University of Pelotas (UFPel), Pelotas-RS, Brazil

### Abstract

The article examines the transfer of evaluative policies on internationalization of higher education. Although evaluative policies have always been shaped by international influence, the study starts from the assumption that the internationalization of evaluative policies has intensified since the World Conference for Higher Education (WCHE) for the 21st Century: Vision and Action (UNESCO, 1998), a process that brings together diverse discourses into a single global educational discourse. In this sense, this interpretative research aims to analyze external policies resulting from the agreement made at the World Conference for Higher Education for the 21st Century: Vision and Action, concerning the internationalization of HE, as well as the recommendations transferred as educational policies and later translated into developing countries in general, and into Brazilian Higher Education (HE) in particular. The research of interpretative approach used Documentary Analysis to analyze the following texts, in particular on the theme of Internationalization of HE. They are: The Conference in question (UNESCO, 1998); the National Education Plan (2014); and the Instrument for External Institutional Evaluation (IAIE) - (INEP, 2017). As a result, it is confirmed that the advisories of this particular Conference have influenced the evaluative policies elaborated by INEP for ES, however they also warn about the emergence of adaptation of academic practices from remote learning, caused by the Coronavirus pandemic, which may have a significant impact on the concept of internationalization of higher education, since communication technologies have caused incredible changes in record time.

**Keywords:** Evaluative policies, Internationalization of higher education, Policy transfer.

### 1. Introduction

The reflections proposed here analyze the evaluative policies produced in the World Conference for Higher Education for the 21st Century: Vision and Action held by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in Paris in 1998 and the transfer of these policies to developing countries, in this case Brazil.

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<sup>1</sup>President of the IUSUR Foundation - Montevideo - Uruguay. Professor and researcher at PPGEducation at IUSUR/Montevideo - Uruguay. ORCID id: <http://orcid.org/0000-0002-9898-8576> E-mail: [marialvamoog@hotmail.com](mailto:marialvamoog@hotmail.com)

<sup>2</sup>PhD and Senior Researcher CNPQ-Graduate Program UFPel. ORCID id: <http://orcid.org/0000-0003-4129-7755> E-mail: [cunhami@uol.com.br](mailto:cunhami@uol.com.br)

The educational policies are shaped by different agents who are unaware of the contexts in which they are materialized and, for this reason, the assumption of this work takes as a possibility that, after the mentioned Conference (UNESCO, 1998), this process expands considerably in order to produce a single global educational discourse.

The study presented here, of interpretative nature, aims to analyze the evaluative policies resulting from the agreement made at the World Conference for Higher Education for the 21st Century: Vision and Action regarding the 'internationalization of higher education', as well as the advice transferred as educational policies and later translated into Brazilian higher education.

In the Document Analysis we analyzed significant texts on the theme of the Internationalization of Higher Education (HE). We included in this analysis those arising from the World Conference for Higher Education for the 21st Century: Vision and Action (UNESCO, 1998); the National Education Plan (2014); and the Instrument for External Institutional Evaluation (IAIE) - (INEP, 2017) whose elaboration aimed to translate the decisions of international agencies to the national context.

In interpreting the documentary data, we used the principles of Content Analysis, in collation with authors who address the field of national and international educational policies.

The study is organized in three parts in its theoretical framework. After the Introduction and the Method; the first theoretical framework concerns "UNESCO and the international transfer of educational policies"; the second addresses the theoretical basis and is concerned with explaining the theme "of Higher Education and international interest"; and the third presents the analysis on the "transfer and translation (COWEN, 2012) of educational policies on internationalization of the ES".

## **2. UNESCO and the international transfer of education policies**

It seems important, in the scope of this study, to bring up the concepts of "international or multilateral agencies". It is also important to mention that the international agencies in question were created (1950/1960) for the reconstruction of Europe after World War II, with the aim of acting in the reconstruction and development of the countries of this continent. About these agencies Noah and Eckstein (1969, p.82 apud Bech, 2012) warn that "what began as philanthropy ended up as professionalism". Therefore, we chose to analyze the role of UNESCO, contrasting its objectives with those of the World Bank (WB) and the Organization for Economic Cooperation and Development (OECD), to better elucidate similarities and differences.

The World Bank states that its fundamental goal in education is to 'help borrowing countries reduce poverty and improve living standards. The use of the term 'borrowing countries' does not only imply lending of financial resources, for in this relationship of dependency the World Bank also transfers a particular view of conceptions and actions on education (BEECH, 2012). This agency emphasizes economic problems, relies on the theory of human capital and educational reform to support economic structures. Its priority is to "meet the growing demands of economies for adaptable workers" and understands that economic inequalities between countries is a direct consequence of educational disparities (BEECH, 2012).

The second agency, the one of most interest for the analysis of this study, is UNESCO. Unlike the WB, UNESCO includes a humanist perspective, with its own concept of development, as it criticizes the view that equates human development with human resource development (MAYOR, 1997 apud BEECH, 2012). For this author Mayor (1997 apud BEECH, 2012, p.89) UNESCO "[...] looks at human beings not as instruments, means to achieve economic goals, but as ends in themselves, economic goals being subordinated to their self-realization and well-being." This is not to say, however, that UNESCO does not participate in the discussions articulated by international agencies (BEECH, 2012).

The OECD promotes certain universal values, rules and policies, and thus "helps decision-makers to adopt strategic directions [...] by interpreting emerging problems and identifying policies that work" as it produces "internationally accepted instruments, decisions and recommendations to promote the rules of the game" in certain areas (BEECH, 2012). Also according to this author, the educational position lies between UNESCO's humanistic perspective and the WB's emphasis on economic aspects. Papadopoulos (1994 apud Beech, 2012) states that, although economic concerns have dominated the OECD's work, this condition is "tempered by the recognition of the social dimension and the purposes of economic growth and development."

Certainly the agencies mentioned influence the "global educational discourse." But in this study, specifically, we focus attention on the UNESCO Conference (1998), because it is the event that marked and produced the agreement signed by countries, especially developing ones, which, translated, impacted the global ES.

How do these policies reach the countries involved? How does the transfer and translation of these policies impact the transformation of contexts?

It is worth reflecting that, at the end of the twentieth century, the understanding of knowledge as merchandise was established, since "knowledge is produced to be sold" as denounced by Lyotard (2009, p.45). That is, the author points out that the university develops significant knowledge and must sell this knowledge in order to contribute to the improvement of the institution or social organization.

Based on this logic, Cowen (2012) coined three important expressions for the understanding of the decisions taken by international agencies and that must be complied with by countries, especially developing countries. They are: *transfer*, *translation*, and *transformation*. The expression *transfer* refers to an idea or practice or educational institution (for example, university) that moves from one place to another, beyond international legal limits; the expression *translation* means the effort (by the 'exporter' or the 'importer') to change practices, ideas or educational institutions so that they fit the new context; and finally, *transformation* refers to what happens to the idea that was transferred and, after two or more decades, modified in the new context (COWEN, 2012).

Mainardes (2006) and Beeck (2012) complement and explain that *transfer* is more than just the *dissemination* of international influences. They raise important points to support this perspective: (a) dissemination deals with the flow of ideas through political and social networks that involve the "international circulation of ideas", the "borrowing of policies", the groups of consultants who "sell" the solutions in the political and academic market through journals, books, conferences and "performances" of academics who travel to various places to

expose their ideas; (b) already the transfer of international influences refers to the sponsorship or the imposition of some "solutions" offered by multilateral agencies that exert influence on the process of national policy creation, among which one can mention: the WB, the OECD, UNESCO, and the International Monetary Fund (IMF).

Steiner-Khamsi (2000) reminds us that educational transfer can have both a political and an economic dimension. "Politically, transfer has a healthy effect in protracted conflicts over some particular policy as helping to build coalitions." Thus, opposing groups position themselves more neutrally. For the author, international organizations "have increasingly become a common reference point for these decisions." In relation to the economic dimension, policy transfer can be "a temporary phenomenon, because it only exists as long as external financing - dependent on the importation of a specific reform package" - exists. For the author (*op.cit.*, s/n), in poor countries "the transfer of policies to the education sector, for structural adjustment, poverty reduction, and good governance to the public sector in general are a condition for receiving aid." It goes on to say that "the requirement to obtain financing or loans at the programmatic level is a coercive and unidirectional fact. In general, reforms are transferred from the global North/West to the global South/East" (STEINER-KHAMSI, 2000, s/n).

In the same direction, for Beech (2012), educational transfer materializes in policy-oriented advice that indicates which foreign educational ideas, practices, or institutions can be transferred to solve pressing domestic problems. For the author, "international agencies advocated a series of abstract universal social technologies-such as educational planning-that, in the logic of these agencies, could be used to improve education in most contexts" (BEECH, 2012, p.398).

However, what is in evidence is that the agencies cited produce a single "global educational discourse" (STEINER-KHAMSI, 2000 apud BEECH, 2012), which is offered as an ideal, analyzing most educational systems and, by identifying forms distinct from their own, judges as failures that need reform, regardless of the context and in particular and most seriously, the local culture. They offer a "universal model of education as a global strategy capable of solving most educational problems in many different local contexts" (BEECH, 2012).

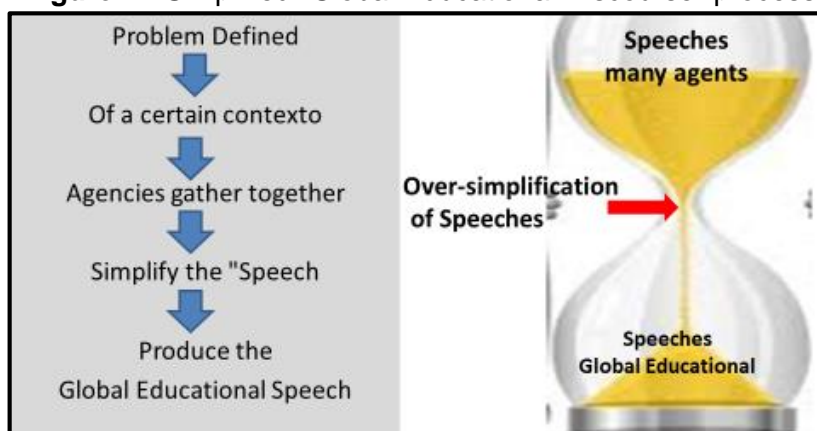
However, Giddens (1997) understands global society as the "society of undefined space" from which no one is excluded, since pre-existing traditions cannot escape contact with the other, or with alternative ways of life. In this case, there are significant social relations that take place neither between nor outside of states, but simply across state boundaries.

After understanding that educational models are often thought by other agents and contexts and transferred to developing countries to be translated and implemented, Beech (2012, p.425) warns that it is necessary to take into account that the complexity of the discourses produced are simplified to be absorbed by new contexts and thus promote "very similar educational principles", in this case, world education through the "global educational discourse" (BEECH, 2012, p.425)

In the figure below, we can analyze the course of actions of the agents mentioned, from the definition of a problem of a certain context or many contexts, to the implementation of the objectives of the actors who position themselves as experts who can interpret the global academic discourse (many agents) and translate it, by an elaborate process of "supersimplification of the discourse, into

practical universal educational proposals" - the "global educational discourse" (BEECH, 2012, p. 425).

**Figure 1** - Simplified "Global Educational Discourse" process



Source: Beech (2009). Elaborated by the author.

Inspired by these ideas, Beech (2012) reminds us that

[...] international agencies can be seen as a reproduction environment of the global academic discourse. But in reproducing the discourse, international agencies base their proposals on a similar set of assumptions: they do not problematize what is postulated as self-evident. Their preoccupation with pressing pragmatic issues blinds them, preventing them from realizing on which assumptions, - well-known notions - and on which established but unanalyzed ways of thinking their practices are being based. In this way, international agencies limit their own space for discourse. Thus, while presenting their proposals, they produce, through a process of oversimplification, a different discourse, which has been called [...] a 'global educational discourse' (p.425).

For Beech (2009), agencies or entities define a problem that is disjointed with their overall goals in a given context or in many contexts. These agents come together in different ways to produce the actions and agreements and articulating a complex discourse that needs to be "super simplified" (BEECH, 2012) to be transferred to other contexts, without losing the goal of the agency that provides the resources. However, they often depart from the initial academic discourse.

We seek to understand who the main international or multilateral agencies in question are. To do so, it is necessary to appropriate how international educational policies are transferred to other contexts by means of loans of resources, involving ideas and projects. In this reflection, we seek to contribute to the analysis on the theme of the internationalization of contemporary Higher Education.



### 3. Higher Education and international interest

The globalization process has strengthened the idea that ES is increasingly part of the market's interest, contributing to economic development, based on the production and dissemination of knowledge. To form the subject to be a qualified professional who performs his function in favor of the society in which he is inserted is no longer the only objective of university education, and not always its main interest. The neoliberal perspective is linked to the production of knowledge in the global context, also through the virtual space that does not impose borders. In this sense, the production of formal knowledge is in ES, in research and in stricto sensu post-graduation, causing the interest in these places of production to be no longer only national, but also international.

The process known as internationalization of higher education has become a quality indicator for HEIs, and is greatly influenced by the Bologna Declaration (1999) and then the Bologna Process in the European Union (EU). Mello (2011, p.29) alerts that the Bologna Process

is not a merely formal-bureaucratic reformist induction of European universities. It is a political act of considerable scope; a joint action between states of relevant historical significance, which aims [...] the consolidation of a transnational European area of higher education [...].

One of the main objectives was the exchange of graduates, especially through the Erasmus Program and cooperation among its members, suggesting that national education authorities should exchange ideas and learn from the best practices identified in the different educational systems of the member states (NÓVOA; LAWN, 2002).

Thus we arrived at the end of the twentieth century, with a favorable global scenario, so that the market could expand its profit through the internationalization of higher education institutions (HEIs), especially for private for-profit schools (STALLIVIERI, 2017 apud ALTBACH; KNIGHT, 2007), but not only for them, as the knowledge produced in public universities also drive this interest. These internationalization goals also extend to countries outside the EU and from this condition the educational practices or ideas are transferred from developed countries to developing countries, willing to 'offer successful practices to those with less experience'.

In the contemporary condition it is possible to notice that the internationalization of HE presents itself in different ways, such as: the presence of foreign students through undergraduate agreements; the increase in international research grants and cooperative international research projects; international associations and consultancies for foreign universities; public and private universities with international goals; international cooperation and collaboration in councils; and the degree of international immersion in the curriculum, among others (PINTO; VOLPATTO, 2020 apud BARTELL, 2003).

These positions seem to point to a level of awareness "that education is one of the fundamental pillars of human rights, democracy, sustainable development and peace" and further reinforcing the importance of educational policies by saying that "it must be accessible to all throughout life, and that measures are needed to ensure coordination and cooperation between and

within the various sectors and, in particular, between education in general" (UNESCO, 1998, s/p.). However, it is also possible to see the economic appropriation of this discourse and to be aware of it.

#### 4. Transfer and translation of evaluative policies on internationalization of the ES

In the globalized context, in which the economic and social scenarios are constantly changing, the current problems of the 21st century will be determined by the perspective of the 'society of the future' and the role that is assigned to education and ES. UNESCO itself (1998) justifies this position by warning that "[...] there is an unprecedented demand and great diversification in higher education, as well as a greater awareness of its vital importance both for socio-cultural and economic development and for the construction of the future, in which new generations must be prepared with new skills, knowledge and ideals. In this way, in this study we start from the assumption that the foreign policies resulting from the Meeting in question are translated into Brazilian official documents as guidelines, advice, aiming at quality ES. We will focus especially on the analysis of the National Education Plan (PNE, 2014) and the External Institutional Evaluation of SINAES (INEP, 2017).

In the chart below, we present the indicators of the National Education Plan (2014) that show the translation of the requirements established in the Conference (1998) "for a quality Higher Education" that must be contemplated by HEIs to ensure an assessment at least satisfactory by SINAES and thus win the right to continue operating, both their courses and the institutions themselves.

Table 1. Quality Indicators for Higher Education in the PNE (2014)

<b>National Education Plan - Law # 13.005/2014 - Goals 12, 13 and 14</b>	
12.12	[...] consolidate and expand programs and actions to encourage student and faculty mobility in undergraduate and graduate courses, nationally and internationally, with a view to enriching higher education;
13.7	[...] foster the formation of consortiums between public institutions of higher education, with a view to enhancing regional performance, including through an integrated institutional development plan (IDP), ensuring <b>greater national and international visibility for teaching, research, and extension activities;</b>
14.9	[...] consolidate programs, projects and actions aimed at <b>the internationalization of research and graduate studies</b> , encouraging networking and strengthening of research groups;
14.10	[...] promote national and international scientific and technological interchange among teaching, research and extension institutions;
14.11	[...] expand investment in research focused on development and stimulation of innovation, as well as increase the training of human resources for innovation, in order to seek increased competitiveness of technology-based companies;
14.12	[...] expand the investment in the formation of doctors in order to reach the proportion of 4 (four) doctors per 1,000 (one thousand) inhabitants
14.13	[...] increase qualitatively and quantitatively the international <b>competitiveness of Brazilian research</b> , expanding scientific cooperation with companies, Institutions of Higher Education - IES and other Scientific and Technological Institutions;

Source: BRAZIL, National Education Plan (2014). Table prepared by the author.

The Goals presented, in the strategy 12.12 wants to consolidate and expand incentive programs for student and faculty mobility and the strategy 13.7 which aims to "ensure greater national and international visibility to teaching, research and extension activities" (BRAZIL, 2014). Strategy 14.9 indicates the importance of "consolidating programs, projects and actions aimed at the internationalization of research and graduate studies". Following, strategy 14.10 wants to "promote the scientific and technological exchange, national and international, among the teaching, research and extension institutions" and strategy 14.11, seeks to expand the investment to "increase the training of human resources for innovation, in order to seek the increase of competitiveness of technology-based companies". Finally, strategy 14.12 is concerned with investment in the training of doctors in the country; and lastly, it intends to "increase qualitatively and quantitatively [...] the international competitiveness in research" (BRAZIL, 2014).

When verifying the explicit purpose in the official documents of the Brazilian state, prepared and approved in the form of law, especially after the Paris Conference (1998), it remains to analyze how these definitions transferred the models, criteria and indicators to be evaluated internationalization in our country and possibly in others.

After the Paris Conference (1998), Brazil created the National System for Higher Education Evaluation (SINAES), Law #10.861/2004, with the objective of "ensuring the national process of evaluation of the HEIs, the undergraduate courses and the academic performance of their students" and to improve the quality of the HE. SINAES, in turn, developed the Instrument for External Institutional Evaluation (IAIE) - (INEP, 2017), which includes the 10 dimensions determined by art. 3 of the SINAES Law. INEP proposes the internationalization of the ES involving

[...] programs and actions that insert the HEI in the international context through cooperation with other institutions, knowledge transfer, academic mobility of teachers and students, foreign students enrolled in the HEI, offering courses in foreign languages, encouraging publications and participation in international events, participation in international assessment processes, among others. (2017, p.38)

The "academic policies" also refer to internationalization. In axis three, the indicators are: 3.1-Teaching policies and academic-administrative actions for undergraduate courses; 3.6-Institutional policy for internationalization, the most targeted in its criteria; 3.10-Institutional policies and actions to encourage student production and participation in events (undergraduate and graduate) (INEP, 2017).

We will then analyze the policies transferred from the agreement of the Conference in question and the national evaluative instruments produced from the translation of such policies. The Conference (UNESCO, 1998) can be considered a defining event, since the participating countries, developed and developing, North and South, accepted, through pacts, the three major strategic points defended by it: "Missions and Functions of ES"; "Forming a New Vision of ES"; "From Vision to Action".

Table 2 below presents the content of these ideas and actions to be followed by the countries:



Table 2. Transfer of Quality Assuring Policies for Higher Education

Policy Transfer	Policy Translation
World Conference on Higher Education for the 21st Century: Vision and Action (UNESCO, 1998)	External Institutional Assessment Instrument (INEP, 2017)
[...] <b>international cooperation and exchange</b> are the main ways to promote the advancement of ES worldwide;	[...] present activities aimed at <b>cooperation and exchange programs</b> ; (Ind. 3.6, p.18).
<p>[...] more importance should be given to <b>international experience</b>;</p> <p>[...] a vigorous personnel <b>development policy</b>; (art.10)</p>	<p>[...] <b>teaching policies and academic-administrative</b> actions for undergraduate courses; (Ind. 3.1, p.15)</p> <p><b>systematic updating of curricula</b>; (Ind. 3.1, p.15)</p> <p>...] increase investment in research focused on development and stimulating innovation, as well as increasing the <b>training of human resources for innovation</b>; (Ind. 3.1, p.15)</p>
<p>[...] quality education is characterized by its international dimension: <b>exchange</b> of knowledge, creation of interactive networks, <b>mobility of teachers and students</b>, and international research projects; (art. 11)</p> <p><b>mobility</b> among countries, HEIs, institutions of higher education, and the world of work, as well as among students from each country and from different countries;</p>	<p>[...] <b>faculty and student mobility</b>;</p> <p>...] any program that enables a student attached to a HEI to study at another HEI, establishing a <b>temporary link at the international institution</b>; (Ind. 3.1, p.41)</p>
<p>[...] "The potential and <b>challenge of technology</b>" is the subtitle that presents art.12;</p> <p>[...] sharing theoretical and practical knowledge across countries and continents."</p> <p>[...] <b>the mastery of multiple languages</b>;</p>	<p>[...] technological infrastructure Exclusive for HEIs that foresee in their IDP the adoption of methodology based on Internet resources; (Ind. 5.14, p30)</p> <p>...] PDI and institutional policies aimed at economic development and social responsibility for <b>distance education</b>, considering the specificities of the headquarters and centers; (Ind. 2.5, p.13)</p> <p>dissemination for academic production, enable scientific, didactic-pedagogical, <b>technological</b>, artistic and cultural publications, encourage the participation of teachers in local, <b>national and international</b> events; (Ind. 3.4, p.16)</p> <p>...] offer foreign language courses; (p.38)</p>

Source: Prepared by the author. (UNESCO, 1998; INEP, 2017).

In accordance with what was established at the Paris Conference (1998) and transferred to developing countries, Brazil receives the determinations and translates them into its institutional assessment instruments in order to 'verify' whether the HEI policies for internationalization are being observed. According to INEP's Instrument for External Institutional Assessment, the cooperation program means "any program that prints a joint action for a purpose, a common objective between HEIs with foreign or national institutions, promoting academic partnerships, and may be bilateral or multilateral" (INEP, 2017, p.18).

Certainly, a vigorous staff development policy to ascend to international experience presupposes some appropriate arrangements, according to the article that guides HEIs to

[...] upgrade and improve pedagogical skills, through appropriate staff development programs, stimulating constant innovation in curricula and **teaching and learning** methods, which ensure appropriate professional and financial conditions for the professional, thus ensuring excellence in research and teaching (UNESCO, 1998).

When determining about the "stimulus to constant innovation of curricula", the IAIE (INEP, 2017), in its indicator 3.1- "Teaching policies and academic-administrative actions for undergraduate courses", evaluates "the systematic curricular updating" as an analysis criterion (INEP, 2017, p.15). Mobility is one of the internationalization requirements most performed and fulfilled by HEIs in developing countries, even with little resources for it. The idea of academic mobility, as it is presented today, has emerged as a fundamental framework in the formation of collective identity in the European Union (UE) that has as its social purpose, the myth of the future, suggested by some researchers such as Holesch (2013, p.40 apud HOWE, 1995) "to replace common memories no longer present, which cannot really help in the construction of a collective identity", to the extent that it "contains the imagery of past cultural journeys and journeys and suggests a sense of freedom and openness to the future" (NÓVOA; LAWN, 2002, p. 146). Erasmus, one of the EU's mobility programs, turns 33 in 2020, and plays a symbolic role by labeling "an experience of Europe in every citizen" (NÓVOA; LAWN, 2002, p. 147), as a collective. This perception goes beyond the EU, constituting a value of interest for global unification.

Thus, in the IAIE (INEP, 2017), the mobility of teachers and students becomes a quality criterion of Higher Education, expanding the initial idea generated in the northern hemisphere and being transferred to the countries of the global south. The document states that

[...] the process that enables students/teachers from one HEI to study/work in another, establishing temporary links with the receiving HEI, comprises a cooperation between higher education institutions, which gives students/teachers the opportunity to complement their studies and enrich their training, both through **curricular components** and through the experience of coming into contact with different academic environments (p. 38).

In response to international determinations, another criterion of evaluative analysis for Brazilian HEIs is the mobility of teachers and students (Ind. 3.1). (INEP, 2017, p.15). The IAIE clarifies that an Exchange Program means "any program that enables the student linked to a HEI to study in another, establishing a temporary link in the international institution" (INEP, 2017, p.41).

Based on what is presented in tables 1 and 2, we highlight the main objective of this work. The determinations about internationalization in HE discussed and agreed upon in events, meetings and, in the specific case of the Paris Conference (UNESCO, 1998), were later contemplated in the guiding documents directed to Brazilian HEIs. They indicate the criteria that need to be included, in view of a positive evaluation by national agencies, of the quality of Brazilian HE.

## 5. Final Considerations

Through the analysis carried out, the study offers an example of how the World Conference for Higher Education for the 21st Century: Vision and Action, held in Paris (1998), leveraged the educational transfer processes that occurred in subsequent years, evidencing and defining that the global reformulates the local and that there is an interest in transforming different contexts into a single global context.

However, although the discourses are similar a priori, there is a first modification that occurs in the oversimplification of the discourse, when there seems to be a change in the interpretation of international propositions. The phenomenon of 'translation' occurs, and then a new 'interpretation' according to each country that processes the formulations. Thus, again the discourse is reinterpreted. Another important moment is the intersection with the culture of each place, which also reaches these formulations and, certainly, reinterprets the original determinations.

Considering this multiplicity of perspectives, one of the objectives of the reflections presented here is to discuss the evaluation policies that are transferred to different contexts, without explaining how the different cultures were taken into account.

The decisions of international agencies are transferred to developing countries, and these, in turn, receive and translate the ideas with a light discussion on the criteria for their implementation. This bilateral process, with mostly unilateral benefits, promotes difficulties for countries to adapt and may, instead of promoting equality, highlight exclusion. Policies are not always transferred with resources to support them. Thus, many times these internationalization policies, falling upon the institutions, are left holding only the institutional managers and professors responsible for the commitment to respond to the foreseen agreements. In case a HEI does not meet the requirements, it will feel the weight of the evaluation systems as punishment.

It is worth asking: What are the political reasons for transferring reforms, ideas, practices, projects, and speeches in such different and diverse contexts, without an in-depth analytical study of each context? What are the intentions of the specialists in educational policies of international agencies? How do they choose the best or most appropriate practices to be transferred to other countries? Isn't this a possibility for discussion?

In short, the questions raised are many and will deepen as policies also change, in a system of forces that impact higher education. The dependence on economic resources for internationalization, currently, has encouraged the alternative of "internationalization at home", understood as the adaptation of curricula to international parameters that would benefit a significant contingent of students and teachers, without the traditional mobility that requires substantial financial resources. Perhaps it is the case that the quality indicators foreseen in the institutional evaluation policies include this alternative and review or (re)mean some instruments and guiding documents, especially the evaluative ones.

The evaluation process has to be dynamic and one cannot help but think about the emergence of adaptation of academic practices from remote learning, brought about by the Coronavirus pandemic, which can have a significant impact on the concept of internationalization of higher education, since communication technologies have caused incredible changes in record time. We are facing the emergence of studies that will challenge academic practices, both in management and in teaching and learning. These are issues that indicate the importance of a virtuous cycle in the evaluation processes. The growing exploitation of digital technologies questions the perspective of centering the axis of internationalization on mobility, and the evaluation processes will have to accompany the global changes. It will be necessary to broaden the possibilities and resize academic practices and cultures in multiple directions.

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